Mattituck-Cutchogue .
Union Free School District .

District Technology Plan .
July 1, 2018- June 30, 2022 .

A planning document to enhance computer technology for grades K-12 in the Mattituck-Cutchogue U.F.S.D. !

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Executive Summary

Mattituck-Cutchogue has embraced the process of proactive, considered planning for the phased implementation of technology in district schools.

NYS Technology Literacy is defined as:

- The understanding of the concepts behind computing equipment, network ! connectivity, and application software; !

- The skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate, and create information to solve problems and improve learning in all subject areas; and

- The ability to acquire new knowledge for on-going and lifelong learning in the Digital Literacy global workplace.

Technology literate students should be able to 1) demonstrate understanding of concepts underlying hardware, software, networking connectivity and in use of computers and applications, 2); demonstrate understanding of ethics and safety issues in using electronic media and responsible use of technology, and, 3) use technology for communication, research and collaboration and problem-solving. With proficient technology skills, students should be able to locate, collect, synthesize, and evaluate information from a variety of digital sources, and to use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

Our Challenge

The students entering the Mattituck-Cutchogue Schools today will graduate and live in the Digital Literacy. Their needs will be dictated by rapidly changing society. The responsibility

of all school districts is to prepare students to live in information rich, technologically

complex and rapidly changing world.   Decisions made today will have major effects on the

quality and efficiency of the education delivered to students of today and tomorrow.

Mattituck Cutchogue recognizes that our students need a strong foundation in Next

Generation Standards and technology readiness that will enable them to be lifelong learners

and to integrate technology into their lives. Most importantly, our students need the

technological tools and resources to help them learn and achieve in the future.   Our

greatest challenge will be to continue to provide these technology rich opportunities in a

fiscal responsible budget with a 2% tax cap.

When making decisions, keeping in mind Digital Literacy Standards
(http://www.21stcenturyskills.org)
- Focus on Digital Literacy skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as Digital Literacy interdisciplinary themes
- Emphasizes deep understanding rather than shallow knowledge
- Engages students with the real-world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems.

The Mattituck-Cutchogue Technology Committee recognizes that technology is a major force in today's world.   Consequently, students must be prepared to utilize computers in education, business, and industry. It is imperative that schools accept the responsibility of training students and educators in the use and operation of computers and provide them with a realistic understanding of their power and usefulness in our technological society.

Throughout the student's educational experiences, the computer should be used as a learning tool as well as an enhancement to the curriculum. To achieve this end, a K-12 Comprehensive Technology Plan requires quality hardware, software, training of staff, and careful coordination.

This Technology Plan is a visionary document intended to outline the direction and long-range focus of the Mattituck-Cutchogue School District's Technology goals. The Board of

Education's approval of this plan will indicate confidence in the plan's focus and vision rather than an approval of any specific detail herein. The School Board will only be committed to funding this Technology Plan to the extent that each yearly budget can support its objectives. If other sources of funding beyond the school's budget become available, such as grants and donations, this plan's implementation should be accelerated.

The entire Technology Plan that follows is subject to approval as part of the District's normal budgetary process.

Vision Statement for Technology

The Mattituck Cutchogue School District will be a place where teachers, administrators, support staff, students and community work together successfully to live, learn and succeed in a complex information-rich society that supports a culture of sustainable practices. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations. As a result, all individuals will be able to use technology effectively, efficiently and appropriately to meet the demands of the learner.

Mission Statement

The following statement was developed consistent with the Mattituck-Cutchogue School District's Educational Philosophy and the NYS Frameworks Plan.

The Mattituck-Cutchogue School District continuously strives to sustain an on-going comprehensive planning process to intelligently plan for the further integration of technology into everyday school operations. Critical to this process has been the District BOE Technology committee.   The committee meets monthly to map out and oversee advances in technology at Mattituck-Cutchogue.   The committee uses the District Mission Statement as a guideline to support the following:

- Ensuring access to learning opportunities and instructional materials through digital content.
- Ensuring teacher and leadership training and professional development to transform learning and teaching.

The technology mission of the Mattituck-Cutchogue School District is to incorporate technology into the educational program so that the district will:

- Prepare all students to meet the demands of a changing technological society
- Prepare all students for the challenges of both careers and citizenship
- Provide classroom access to integrated, technological, learning environments
- Empower the educational community by:
- Providing for comprehensive staff development and support
- Providing for equal access to technology
- Providing for information exchange
- Provide for collaborative planning
- Establishing school/family business partnerships
- Encourage problem solving, exploration, and creativity through the incorporation of student centered, technology enhanced, projects, activities and presentations.
- Enable all students to reach maximum individual potential by effectively

communicating ideas in a collaborative environment.
- Implement comprehensive information systems that facilitate the gathering, processing, distribution, evaluation and application of information throughout the educational community at large.

The expected outcome will be school improvement and increased accountability for student learning and utilization of educational resources in cooperation with developments in school reform and school effectiveness.

Suggested Long-term Goals for Strategic Planning

I. **High Standards for Student Achievement: ****

- *The Mattituck-Cutchogue UFSD will ensure that every student meets or exceeds the benchmarks established by the NYS Board of Regents.*

II. ! **Communication:**
- *The Mattituck-Cutchogue UFSD will use District resources and technology to promote and foster communication with all constituent groups within the District, and will continue to advocate District positions on educational issues with legislators and other state and local political leaders.*

III. ! **Cost Effectiveness, Operational Efficiency, and Maintaining, Improving and Utilizing Facilities:**
- *The Mattituck-Cutchogue UFSD will deliver high-quality, cost-effective programs, utilize shared services with other school districts when appropriate, seek new funding sources, and propose an operational budget that addresses the educational needs of students yet is responsive to the concerns of taxpayers. In addition the Mattituck-Cutchogue UFSD will ensure that students, staff and community have a safe, secure and healthy environment in which to learn, work, and utilize.* **Human Resources / Staff Development:**

- *The Mattituck-Cutchogue UFSD will recruit and retain highly qualified and diversified staff and will promote continued professional growth of current and future teachers, administrators and support staff by providing need-based staff development.*

IV. ! **Technology:**
- *The Mattituck-Cutchogue UFSD will continuously use technology to improve communication and operational effectiveness and efficiency, enhance instruction, and foster increased student achievement.*

** Goal #1 is the primary goal of the District; all other goals support student achievement.

General Information

Building Locations: Mattituck-Cutchogue School District is comprised of the two buildings the Cutchogue East Elementary School (K-6) and the Mattituck Junior/Senior High (7-12).

School Demographic Data

School	Zip Code
Cutchogue Elementary School	11935
Mattituck Junior/Senior High	11952
Total Students = 1500	

Contractual Services

Core BTS provides technical support to the district for its servers, network and computers through yearly contracts.   Each year the school district issues Request for Proposals (RFP's) and awards contracts for internet connectivity, network support, network installation, equipment purchase support and repair in accordance with state purchasing guidelines. Other contractors support each of our critical applications, including Finance Manager, Infinite Campus, School Messenger, Transfinder, Nutrikids and IEP Direct.

Networking
Core BTS
1373-10 Veteran's Memorial Highway
Hauppauge, NY 11788
www.corebts.com

Internet access
Provided by: Lightpath 320 Crossways Park Drive Woodbury, NY 11979
(516) 393-1266

Telecommunications: Verizon provides analog phone services for fire alarms and security systems. All other telephony is provided via an internal Cisco Unified Communication server cluster and VoIP phones. External communications from this phone system is provided by Lightpath on dedicated fiber circuits.

LANS/WANS
For security reasons some of our security protocols (network diagram) will be omitted or modified. The district does not want to compromise their systems or integrity of information within the systems.

Mattituck Jr./Sr. High – Has a LAN segmented into VLAN's running on a fiber backbone with 10/100/1000Mb connectivity to endpoints.

There is also a building wide wireless LAN which runs 802.11ac. The network topology is modeled after an extended star.

Cutchogue East Elementary – Has a LAN segmented into VLAN's running on a fiber backbone with 10/100/1000Mb connectivity to endpoints.

There is also a building wide wireless LAN which runs 802.11ac. The network topology is modeled after an extended star.

Cutchogue West Central Administration Building – Has a LAN segmented into VLAN's running on a fiber backbone with 10/100/1000Mb connectivity to endpoints.

There is also a building wide wireless LAN which runs 802.11ac. The network topology is modeled after an extended star.
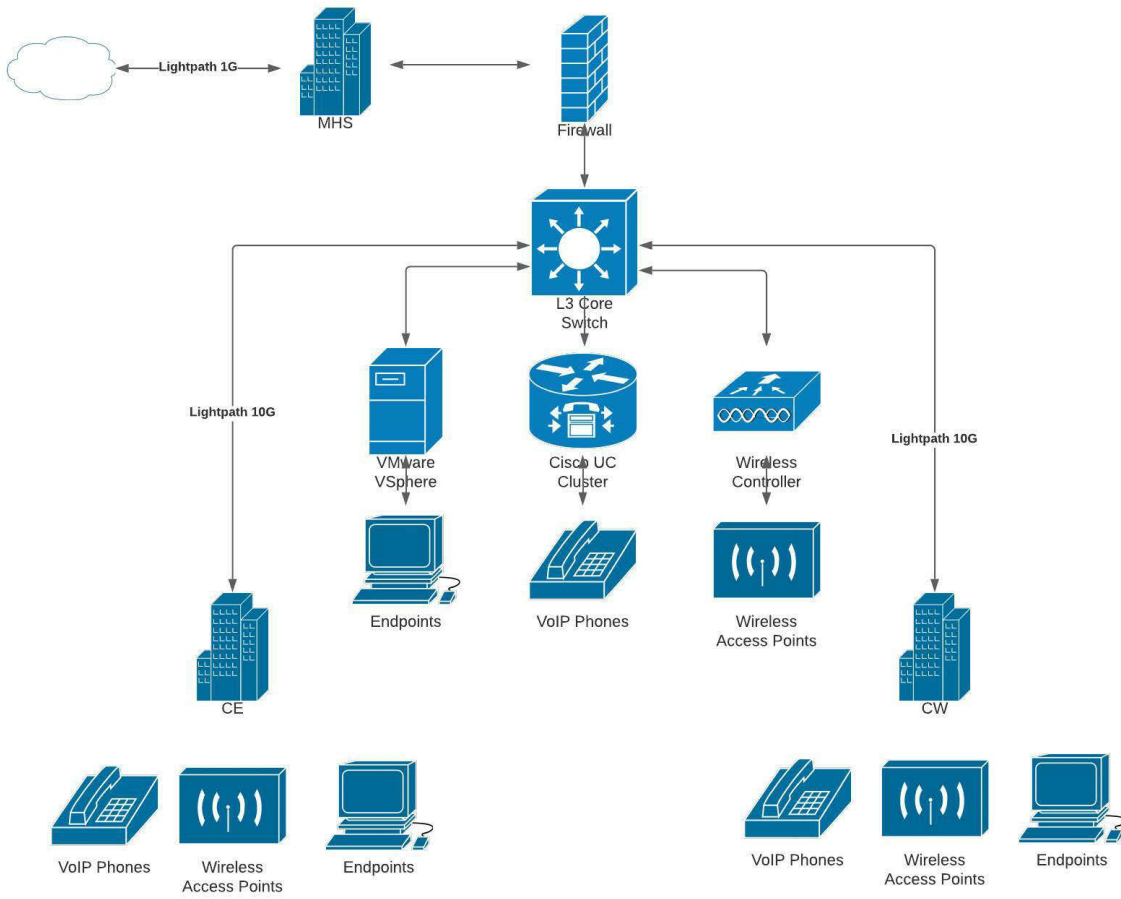
WANS:
The district uses Lightpath on a 1Gbps circuit out to the internet.   The 3 sites are connected using dedicated 10Gbps EIGRP "dark fiber" uplinks provided by Lightpath to the main DMARC in the Jr/Sr High School.

Network Schematic !

Future
The district has upgraded to the Microsoft Campus Agreement and Google Enterprise. Additionally, we have upgraded our wireless controller and access points District wide during the 18-19 and 19-20 school years.

Hardware Overview
Our infrastructure consists of CISCO switches, computers, laptops, interactive whiteboards, and wireless infrastructure in all three buildings. There are dedication 10Gbps "dark fiber" uplinks provided by Lightpath from Cutchogue East and Cutchogue West to the main DMARC at the Jr/Sr High School. Internet connectivity to every computer; and peripheral devices including scanners, LCD projectors, scientific probes, digital cameras, document cameras, student response systems, video cameras and printers. In addition, we have a firewall, e-mail filter, web-content filter, financial database server (in addition to offsite BOCES Backup), wireless access controllers, backup server, a Storage Area Network (SAN), e-mail archiving. Virtual server infrastructure with with SAN. Using VMWare, Barracuda, EMC and Cisco servers.

1:1 Learning Initiative

The Mattituck-Cutchogue School District has chosen Chromebooks for our 1:1 learning initiative grades 2-12, and iPads for grades K-1. The focus of the District's Chromebook program is to provide tools and resources so that all individuals will be able to use technology effectively, efficiently and appropriately and be prepared for success in college, career and citizenship. Excellence in education requires that technology is seamlessly integrated throughout the educational curricula. Please visit our school website to learn more about our policies as well as answers to frequently asked questions. Information and resources can be found on the district website.
https://www.mufsd.com/departments/district_technology/chromebook_initiative

Students and teachers are using a robust variety of digital tools to address diverse learning styles. Successful implementation and adoption of one-to-one, Smart Boards, digital/document cameras, Teacher websites, Digital Media Library and Gsuite for student engagement.

All classrooms k-12 are equipped with an Interactive Whiteboards, document cameras, and webcams. District currently supports approximately 700 computers (Windows, Apple and ChromeOS), distributed throughout the district. (See Appendix D – Technology Inventory) All teachers have access to either an interactive whiteboard or ceiling mounted projectors in their classrooms. Each Classroom has its own VoIP phone with respective extension.

Elementary School

Every student has access to either a Chromebook (grades 2 – 6) or an iPad (grades K – 1) Each classroom has access to centralized printing. Scanners for students and faculty use are available in the school library, art classrooms and computer lab. There is one computer lab which can seat 30 students. Additionally, there is a STEAM lab with a dedicated STEAM teacher.   Labs are uniquely designed providing access to both students and teachers simultaneously in small or large groups. Additionally, there are 13 networked computers in the library – 10 of which are equipped with zSpace software for AR/VR learning experiences.

Junior/Senior High School

In addition to individual one-to-one Chromebook devices. Each classroom in the Jr/Sr High School has at least one networked computer with full internet access that can be displayed on a monitor, interactive whiteboard or projector. Shared printing is available to networked printers and scanners/copiers.

There are five computer labs – 1-CAD Lab, 2-MAC Labs, 2-PC labs, and one library media lab available for instruction, individual student or faculty use in the Jr/Sr High School. The library media lab is equipped with 12 machines with zSpace software for AR/VR learning experiences.

Equipment and Repair Guidelines

In a public-school setting, maintenance and repair guidelines should be developed with the goal of keeping existing technology robust for as long as at is cost effective and practical. The District is developing six-year replacement plan to upgrade existing equipment and replace obsolete and outdated hardware. Whenever possible, we purchase service contracts that extend the life of our equipment. Purchasing is structured to maximize the use of warranty periods to cut down on maintenance contracting costs.

Server Software Overview

Currently, the district is using Windows Server 2016 for all on-premise servers.

All desktops are currently running Windows 10, macOS or ChromeOS operating systems. The district continues to budget each year to maintain the latest version of anti-virus software to maintain the integrity of the computers and the network. All PCs are equipped with MS Office. Instructional software other than Microsoft Office Suite is the responsibility of the professional staff to select instructional materials of the highest quality, which support the educational philosophy and New York State standards. Each year, grade levels

and special areas on the elementary level and subject areas on the junior/senior high school level budget software dollars specifically for their area. They can request preview copies to properly evaluate the appropriateness of the software. Software Evaluation Procedure and Form assists them in documenting their evaluation. (Appendix B)

Safeguards

Currently the district is using Barracuda web filtering for on-premise and GoGuardian web filtering for ChromeOS devices to filter web content. Email is backed up regularly via Barracuda cloud archiver. Inventory is tracked through TipWebIT by Hayes Software.

Safe and Responsible Use of Technology

- Update the Internet User Agreement Form and have it signed by parents at each educational level (elementary and Jr. Sr high school). (see appendix A)
- Develop and approve a software copyright policy.
- Implement and update K-12 computer curriculum which develops an awareness of technology in the community and society at large.
- Enforce rules and procedures for the appropriate use of technology for all users.
- Maintain integrity of network by providing secure access for users and policies to ensure password protection and security.
- Additionally, schools work cooperatively with the various agencies as well as the local police department to make students aware of internet safety and cyber bullying.
- Maintain current CIPA compliant content filtering system for internet access for all staff and students. Currently we use Watchguard as our CIPA compliant software.

Website/Photo Release Form is used to obtain permission from parent/guarding before using any picture or movie clip of their child in any informational publications or on our website. The photograph would be in the context of a school-related activity such as a class project, calendar, newsletter, an award or honor, a sport, a club, or a student government activity. This could be an individual or group photograph. The use of any photograph may be accompanied by a caption including description of photograph and may include student's initials or name.

Mattituck-Cutchogue UFSD Request Blocking or Unblocking of a Web Site form is used by staff to request unblocking of website. In accordance with the Children's Internet Protection Act (CIPA), Mattituck-Cutchogue Union Free School District employs internet content filtering software. The district is required to have in place a "filtering/blocking device" on all computers with Internet access. The filter/blocking device must attempt to protect against access to visual depictions that are obscene, harmful to minors and child pornography. The

District is currently using a filtering device from Watchguard technologies Inc. District's technology exists for the purposes of maximizing the educational opportunities and the achievement of district students. In the realm of Internet filtering, the ultimate concern is for the safety of children while at the same time protecting freedom to access and use information. Where access to any site is consistent with this purpose, the specific site may be unblocked through building principal approval. If a teacher wishes to use a blocked site they must have this form completed, signed by the principal and sent to the Technology Department. Principals are advised to look at these sites before signing since questions regarding the unblocked site will be directed to the building principal. The form may be used to request the unblocking of a blocked Web site or to request the blocking of a new site.

Systems Overview:

My Learning Plan – Implementation for Staff Development Tracking

OPALs-Library Automation System. OPALS Open-source Automated Library System is a powerful cooperatively developed, Web-based, open source program. This alternative technology provides Internet access to information databases, library collections and digital archives.

IObservation- an instructional and leadership improvement system.   This program collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year

Transfinder- School bus routing software including GPS fleet tracking, fleet maintenance, and field trip management for pupil transportation

School bus surveillance system

Infinite Campus - District-wide Student Information System – Parent Portal

Finance Manager -Redundant Financial management system –– ES BOCES Offsite Backup

Nutrikids -Food service management system -

School Messenger - web-based emergency phone system, School-to-home attendance notification system

IEP -Individual Education Plan management system -

Email Archiving – ES BOCES

Barracuda/GoGuardian - Web content filter/server in compliance with CIPA

School Messenger– District Website, parent and student communication system for emergency notification,

Salto Door Access- Entry control door system for all classrooms and buildings entrances

Hayes TipWebIT -Asset Management System for inventory

Hayes GetHelp - Automated Technology Help Desk Ticketing System

KnowB4 – Phishing email testing and reporting

Classlink – provides single sign-on and automatic rostering of different software products for staff and students.

Tier 1 – Help Desk Support-Utilize online support system from Hayes GetHelp to manage user tickets, organize work, assign tickets to tech team. Tech staff receives tickets via web or email, tickets are assigned to support staff, and each ticket is tracked by user, asset, due date, resolution and more.

Disaster Recovery/Backup plan – Revise, updated and modify as needed.

Finance Manager - All data listed above is backed up to tape and also stored offsite. The Finance Manager database is stored in 2 offsite locations. These nightly FM backups are transferred to ESBOCES and out of region to Erie 1 BOCES for an additional layer of reliability and to satisfy the NYS Comptroller's Office recommendations for remote backup storage. Overall, we have a carrier class infrastructure along with a diverse high-speed Internet connection and in addition, access to a secondary broadband network

E-mail & Document Archiving System – Currently, our present system allows for traditional nightly back up of email and electronic files.   Off-site email archiving and management solution which will enable the district to expand its email and document archiving to meet the demands of the federal and state government guidelines as well as the ability to archive, retrieve and search email and documents. E-Mail Compliance Archiving and E-Discovery

Hosted by ESBOCES the solution meets key compliance regulations, such as SEC, HIPPA, Sarbanes Oxley Act (SOX), or the new changes to the Federal Rules of Civil Procedure (FRCP). It has advanced search features, including wildcard searches, fuzzy searches, proximity searches, range searches, boosting relevance levels, grouping for sub queries, field grouping, and - most importantly the ability to save searches. The ability to easily export any email

search result, to a file, CD, email or print greatly facilitates the use of the system for response to auditors for legal discovery, or review by a company's legal counsel.

For this service Automated Replication eliminates manually initiated data transfers and also vastly decreases network utilization by transferring only byte-level file changes, not entire files. Automated Replication can be configured to capture byte-level changes in real time and replicate immediately or on a scheduled basis. Automated Replication does not interfere with other peak Internet usage since bandwidth allocated to replication can be throttled to insure the best quality of service.

This is a true ASP/ISP hosted solution. A dedicated/private connection or VPN with the Suffolk Regional Information Center is not required. Archiving can take place via journaling and by utilizing a secure IMAP

Requirements that this solution meets:

A true ASP/ISP Hosted solution, Proven Technology, Cost Effective, Meets Key Regulatory Requirements, Works Across Multiple Email System Platforms, Ease of Use Scalability. Every single access to the system is tracked, by date, time, and user, providing a full audit log.

Erie1 BOCES is currently used for out of region data backup.

Projected improvements (2018-2022): The primary focus will be staff development and leveraging the new technologies, Next Generation Standards and PARCC readiness.

Student Management System -Infinite Campus– We will continue to evaluate and implement various modules within the student management system. We fully utilize Parent and Student Portal, Grade book in Jr. Sr. HS, Behavior module, Free and Reduced Lunch Module, Elementary scheduling and attendance and Health Module

District Website- Hosted by School Messenger. Continue to improve the website as a means of communication for the district to reach out to parents, students and community members. Expand the Web site to include teacher sites/web pages.

School Messenger -Notification system designed specifically for schools, to deliver personalized voice messages to students' parents. It is an essential tool to increase efficiency, so that parents, staff, and students feel well-informed and connected.

Integration of Infinite Campus with School Messenger – attendance notification, emergency calls, parent and community notifications.

Software -Curriculum based software will be reviewed and purchased according to Student Data Privacy guidelines to support the integration of technology throughout the classroom

environment. Upgrade Microsoft Office 2007- district wide. Licenses for most Microsoft Office 2007 have been acquired. A timeline has been developed for implementation district-wide. For any additional licenses required, every attempt is made to purchase new equipment that is already licensed for Windows and Microsoft Office.

Telecommunications – Rolling upgrades of our VoIP infrastructure to keep up with current standards and improve communication/productivity for the district.

Energy Management - Use of Johnson Controls or similar for energy management

Wireless – Rolling upgrades of wireless infrastructure to keep up with current standards.

Internet Safety - Develop and support internet safety curriculum. Presently Director of Technology, Elementary computer teacher and district staff developer have completed i-SAFE training. These individuals will work with staff to provide professional development regarding Internet Safety Curriculum. The i-SAFE curriculum is aligned with the National Educational Technology Standards for Students (NETS) published by the International Society for Technology in Education (ISTE), this curriculum supports expanded access to technology and the Internet by students in schools and reinforces the Children's Internet Protection Act (CIPA).   Annual presentations related to Internet Safety held at both buildings with robust website which provides parents with curriculum and links to internet safety.

Interactive Whiteboards – Currently all classrooms are equipped with an Interactive Smartboard and webcams

Staff Development

It is the belief of the Board of Education and the professional staff of the Mattituck-Cutchogue UFSD that effective, well-conceived professional development must be the primary mechanism for the continuation of instructional development and, eventually, increased student achievement. The opportunities created for the professional development of staff are a significant part of the District's efforts to create great schools. We believe all teachers can grow professionally and learn how to incorporate best practice into their classrooms. (See Attached Professional Development Plan Appendix G)

The purpose of the plan is to provide continuous professional development opportunities based on district needs, so staff can grow professionally and remain current in their fields. The ultimate goal is to increase student achievement and success. This plan is ongoing, and will allow for continuous re-structuring and adaptation throughout future years. The district has a Library Media Specialist, Model Schools staff developers who are available to offer staff development before, during and after school. Staff development is offered at various levels of expertise. Starting with Beginner, Intermediate, and Advanced. Classes run approx

one hour in duration using hands on instruction and guidance. Written materials of instruction are provided to help the staff retain their level of knowledge when left on their own accord. Additionally, the district is a member of Eastern Suffolk BOCES Model Schools Program. The District has developed a Professional Development Plan

- Provide opportunities for non-instructional staff training (clerical, para-professionals) using office applications Word, Excel, Outlook, Infinite Campus, and MyLearningPlan.

- Continue to provide staff development in the use of various portals of Infinite Campus, effective Smart Board implementation, teacher sites, MyLearningPlan, Rubicon Atlas and MS office applications and Classroom 2.0 applications. Professional development will apply 2.0 technologies to immerse teachers and staff in meaningful applications of technology.

- Create data teams to utilize BARS, Engage NY, , to utilize data to inform instruction. Allows teachers, administrators, curriculum specialists, and other professionals, who are interested in improvement through the use of data, to analyze district assessment scoring results and select from an array of resources.
This work will align with the Curriculum Work Leadership Team formed for the academic achievement goal.

Teacher Mentoring Program has been developed in the district. This plan will be reviewed annually and updated to reflect District needs in the area of professional development.

Purpose:

1. ! To enable experienced teachers (mentors) to provide guidance and support to beginning teachers (interns) in their first year of teaching.
2. ! To facilitate a productive learning and teaching experience for mentors and interns.
3. ! To enhance the skills of interns and to increase the likelihood of their remaining in the teaching profession.

Needs Analysis: Information will be gathered from needs assessment sources to help identify areas in need of further development: The following list of sources may be used to identify our district needs. (Not limited to the following sources.)

NYS School Report Card	Right Reason Report	BEDS data	STAR Assessment reports

Student Attendance Rates	Graduation/drop outs rates	Student Performance results	New York State Standards and Assessment documents
Surveys of teachers and administrators	SAT scores/ACT scores	Self Assessments-	Proficiency data
STAR Renaissance Data/SLO Data	Data Mentor	Longitudinal data	Honor/AP program results

Using the results of this assessment, staff development opportunities are designed to improve the skills of teachers utilizing technology and training on new technologies.

Various opportunities for staff development and instruction are provided:

- Google Workspace

- Microsoft 365

- Creating Teacher Sites using Google Websites

- Quality Curriculum Development

- Assessment software – utilizing BARS, DATA MENTOR,

- Creating Teacher Sites, iPads, Kami, Edmodo, Google APPS etc.

- Smart boards implementation and training

- The use of basic productivity software. (i.e. MS Office, Google Workspace, etc.)

- Infinite Campus – Grade Book, Lesson Planner, behavior, attendance, Health Module, FRAM Module, Parent Portal

- Thinking Maps

- Observation Protocols – Marzano Frameworks

- PARCC

- Next Generation

- The incorporation of Digital Literacy and teaching curriculum with appropriate technology applications

What is the blueprint for achieving the alignment of technology initiatives to improve communication and

operational effectiveness and efficiencies, enhance instruction and foster increased student achievement?.

Vision Statement for Technology

The Mattituck Cutchogue School District will be a place where teachers, administrators, support staff, students and community work together successfully to live, learn and succeed in a complex information-rich society that supports a culture of sustainable practices. As a result, all individuals will be able to use technology effectively, efficiently and appropriately to meet the demands of the Digital Literacy learner.

Desired Result	Current Reality Examples	Action Plan
The Mattituck-Cutchogue School will support district staff in developing skills in the application of technology so that they are able to design learning environments to enhance and challenge students to use information technology in order to meet high academic standards in an information-rich society. • Students will effectively use technologies to become problem solvers, information seekers and users as well as effective communicators. Students will use technology to define problems, gather information, analyze data and information, and interpret and generalize results.	• District has hired a Director of Technology, District Data Coordinator who also serves ad the Data Protection Officer . • Smart Boards are being purchased for both CE and MHS through the general fund and through special education grant funds; 8 – 10 set-ups are planned for each year • Infinite Campus is being used at both CE and MHS for attendance, guidance, health, and behavior. In addition, Infinite Campus is also being utilized at the HS for Transcripts, Progress and Quarterly Report Cards. • Atlas/Rubicon –curriculum mapping program is being utilized as a tool for curriculum design, updating and mapping. • MyLearningPlan is used to track all professional development for teachers and	Personnel: • Establish a clerk typist position to assist the CIO in data warehousing for state reporting; serve as central registrar; maintain upkeep of Infinite Campus data; • Provide opportunities for non-instructional staff training (clerical, para-professionals) using office applications word, excel, outlook, Infinite Campus, and MyLearningPlan. • Continue to provide staff development in the use of various portals of Infinite Campus, effective Smart Board implementation, teacher sites, MyLearningPlan, Rubicon Atlas and MS office applications and Classroom 2.0 applications. Professional development will apply 2.0 technology to immerse teachers and staff in meaningful applications of technology

- Our students will use a variety of computer skills effectively, work collaboratively to plan and produce a product, recognize appropriate use of technology to communicate information, ideas and data. They will be self directed learners who work independently to use computer technology to: acquire knowledge, develop skills and communicate; access, analyze, interpret, and use information and data; transfer computer skills between activities; and, exhibit ethical behavior in the use of computer technology.

- Staff will be ready to support and enhance the use of technology in the classroom, the library media centers and for adult education classes.
  .
  - Through the integration of technology in the curriculum, teachers will be able to readily comply with, and surpass, the learning standards established by the New York State Education Department.
  - Through the integration of technology in the curriculum, teachers will be able to more

support staff. Ongoing verification and maintenance of accurate records
- Professional development for Smart Boards, Infinite Campus, and teacher web pages, Word 2007, etc. ongoing.
- Naviance Family Connection: Available to students, parents for Family Connection will allow you and your child to:
  - Research Colleges/Careers
  - Complete career inventories and required guidance assessments.
  - Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
  - Sign up for college visits – Find out which colleges are sending representatives to our school and sign up to attend those sessions
  - Access Scholarship Information – Obtain information about available scholarships including application information, deadlines and requirements
- BOCES services to support District initiatives as needed i.e. School Messenger, Infinite Campus, etc.
- BOCES Data Bank Services for Data Mentor, BARS (Assessment Reporting System), Vital New York, Report Net, and Item Analysis' for testing and assessment

Infinite Campus:

- Infinite Campus: Establish a three year implementation plan for the using various portals

Hardware Upkeep:
- Establish a cycle for replacement and upkeep of computers, networks, and other equipment to support advancing technology uses and software implementation
- Install wireless capabilities at CE

Data and Assessment: (*Create Data Teams*)
- Create data teams to utilize BARS, Data Mentor, Right Reason, L2RPT portal to utilize data to inform instruction. Allows teachers, administrators, curriculum specialists, and other professionals, who are interested in improvement through the use of data, to analyze district assessment scoring results and select from an array of resources.
- This work will align with the Curriculum Work Leadership Team formed for the academic achievement goal

Communication:
- Use of the parent portal for more easy access to monitor student progress.
- Green initiative "no paper" work towards having information accessible on web
- Teacher web pages regularly updated for student information and resources
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effectively individualize instruction for students.
   o Through the integration of technology in teaching and in professional learning communities related to the curriculum, teachers will be able to increase planning and collaboration with colleagues locally, nationally and globally.
 	
• Parents, families and community will updated regarding school events and be able to quickly and effectively access information via the school web page, parent portal and school messenger system.
 	
• The Board will continue to support the current technology initiatives and plan for future enhancements to support and enhance current infrastructure.
	• New District web site – launched October 2009 – to enhance communication with community.
	   o
	• District-wide upgrade to MS Office 2007
	
	• Wireless Access:
	   o HS complete
	   o CW complete
	   o CE complete
	
	• Technology Plan – Updated - Draft Version submitted for 2018-2022
		Compliance:
		• Review and update Disaster Recovery Plan
		• Review Internet Safety Curriculum
		• CIO – Level Zero – State Reporting Submission of students'
		
		• Demographics
		• Enrollment,
		• Assessments,
		• Programs
		• Special Ed Snapshot or Events
		• Verification of Assessment Data

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Staff Development

What is the blueprint for achieving alignment of curriculum, instruction and assessment so that all students in the Mattituck Cutchogue School District meet or exceed New York State and local standards for academic achievement?

Vision Statement for Improving Student Learning-Curriculum Mapping

The Mattituck Cutchogue School District is a place where teachers and administrators work toward coherence within the school as a learning organization so that students become more active and successful learners. As a result students will develop and refine their understanding of the knowledge, skills, and dispositions taught within and across disciplines. In the process teachers will value reflection to refine practice.

Desired Result	Current Reality Examples	Action Plan
The Mattituck Cutchogue School District will strive to ensure that every student • meets or exceeds the benchmarks established by the NYS Board of Regents • meets or exceeds local benchmarks/learning targets and standards of achievement as defined by departments/grade levels • actively participates and engages in the learning process	• High level of students meeting benchmarks • Working toward higher levels of mastery + • High numbers of students participate in advanced placement and honors classes • Establishing benchmarks/learning targets for meeting standards within programs and grade levels is in progress via curriculum documents and curriculum mapping work • Summer Curriculum work and related professional development to update curriculum • Teacher/Admin. facilitated professional development, release and after school • Elementary Grade Level Facilitators and Vertical Team for Grading and Reporting • Use of standards based report cards, multiple measures charts, and portfolio assessment to varying degrees at the elementary level, exploration of digital portfolios, consideration of expanding to JH	Curriculum design, updating, and mapping to: 1. Achieve a guaranteed and viable curriculum including setting and reviewing the use of challenging goals and effective feedback for student learning, 2. Establish learning targets across grade levels and disciplines 3. Develop structures for teachers to engage in meaningful professional dialogue in order to improve student learning. 4. Consider Digital Literacy Skills and Standards • Establish a three year implementation plan for a teacher/ administrator leadership planning team to guide and support moving from current to desired results. Three year plan includes launching and supporting quality curriculum design, updating, and professional development • Conduct annual review of actions and impact of actions on the current reality in order to adjust

	• Introduction of Grade Book with IC • ELA, Social Studies, Math alignment • K – 2 Vertical Teacher Teams • Service Learning Component at HS • RTI Pilot K – 1 • Use of Instructional Support Teams	plans as needed and report to the Board of Education • Consider intended and potential unintended consequences of the plan

Groups	Year One	Year Two	Year Three
Leadership Team	• The Administration will establish a leadership team in each building and for the district for curriculum, instruction, assessment and related professional development and curriculum project planning	• On-going and summer work to review professional development, district initiatives, and curriculum mapping work • include students and parents on an ad hoc basis as appropriate	• Plan for on-going analysis of maps and advanced mapping tasks • Establishment of curriculum development and review cycles • Plan for professional development
Summer 09 Projects "The Pioneers"	• Continue to support design, update, and mapping for all curriculum work started in summer of '09 • Participate in new courses if interested to expand summer work	• Continue to explore and develop • Consider working as a course facilitator • Consider publishing exemplar maps	• Review of work of original curriculum design and mapping work • Practice using the advanced mapping tools as a model
Elementary K - 4	• Elementary K – 4 teachers develop static teacher pages on curriculum for website • Review ELA Vision and revise for a K – 4 version • Develop philosophy and vision statements for other departments or grade levels • Design, Update and Map where there is interest or participation from courses or grade level strategic plans	• Design, Update, and Map all K – 4 Intended Curriculum for analysis in ELA, Math, and Science (Stage I & II) • Diary maps piloted by individuals	• Design, Update, and Map • K – 4 using the Understanding by Design framework in ELA, Math, and Social Studies, Science (Stage II, III, IV) • Individual Diary Maps

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Middle Grades 5 - 8	• Develop philosophy statement for 5 – 8 middle level learners • Design, Update, and Map all intended curriculum in grades 5 – 8 using Understanding by Design as a framework for Quality Curriculum Design. Use Math and ELA as examples (Stage I and II) Content, Skills, Assessments will be required • Understanding by Design framework will be used as an option to begin	• Continue work expanding use of Understanding by Design to include all mapping categories and begin analysis for developing units (Stage II, III, IV) Essential Questions, Enduring Understandings, Integration of assessment data with the curriculum will be required • 5–8 Use of individual & diary maps	• Advanced Mapping Tasks, use of consensus maps, diary maps, and tools through a 5 – 8 Professional Learning Communities for improving student learning
Elementary Special Area	• Elementary Special Area teachers develop static teacher pages on curriculum for website	• Design, Update and Map all intended elementary special area subjects (Stage I & II) • Diary Maps by individuals	• Design, Update and refine special area curriculum maps and analyze for integration with other disciplines and content (Stage III, IV) • Individual Diary Maps
HS ELA, Social Studies	• Map intended curriculum in ELA and Social Studies Courses • Optional use of Understanding by Design Framework for those who have started	• Design, Update, and Map Grades 9 – 12 in ELA, Social Studies using Understanding by Design and analysis tools • Individual Diary Mapping	• Update and Advanced Mapping Tools
High School All Other Departments	• Articulate program philosophy, vision, and goals for all departments grades • Continue to support curriculum design and mapping started in the summer 09	• Content, Skills, Assessment Map of the intended curriculum 9 – 12 all other departments • Support individual diary mapping as requested	• Design, Update, and Map using Understanding by Design • Individual Diary Mapping

Curriculum Mapping Stages and Terms

I. !   Laying the Foundation: Establishing leadership teams in each building and for the district to plan, monitor, support each department and grade level as they learn about and start the mapping process

II. !   Launching: Getting started with the intended curriculum, instructional strategies, and assessment using Understanding by Design as a framework, start with content, skills and assessments, include enduring understandings and essential question as an option in first year and requirement after training in second year work of actual mapping

III. !   Sustaining and Integrating: Infrastructures for analyzing maps, improving units of study, merging the assessment data with the intended outcomes

IV. !   Advanced Mapping Tasks: Use of consensus maps, diary maps, and tools through the use of software and online networks for teacher learning communities to improve teaching and learning

Assessments: Demonstrations of learning aligned to the benchmarks and standards that allow students to show you what they know. They are products and performances used as evidence of skill development and content understanding.	**Diary Maps:** A map where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry.
Concept: A relational statement that provides the focus and basis for acquiring knowledge. It is synonymous with the enduring understanding or big idea.	**Enduring Understanding:** The important understandings that have lasting value beyond the classroom.
Content: Is the subject matter; key concepts; facts; topics; important information.	**Essential Questions:** Over-arching questions that focus based on a key concept, enduring understanding, and/or big idea to prompt inquiry.
Consensus/Core Maps: Agreed upon curriculum identified by teachers and administrators that determines which elements must be consistently taught by all teachers in a course/or subject and where flexibility will be critical.	**Digital Literacy Skills:** Are skills students need to be successful in the Digital Literacy. They include cross-curricular skills and learning to learn skills.
Curriculum Mapping: Is a systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions, gaps, and strengthen the articulation of skills.	**Understanding by Design:** Is a set of ideas and practices that helps you think more purposefully and carefully about the nature of any design that has understanding as its goal. It is based on the work of Jay McTighe and Grant Wiggins and focuses on the principles of "Backwards Design".

Please provide any "warm" or "cool" feedback that will help make the plan make more sense. Warm feedback is feedback that show where the document is clear, makes sense to you, is interesting to you as an educator and a member of your department, grade level, school, or district. Cool feedback indicates where you are confused, or left wondering how something will work. Cool feedback might start with the phrase "I am wondering….because…." Please list questions and concerns as well.

Warm Feedback	Cool Feedback
Concerns	**Questions**

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The purpose for this curriculum development plan is to ensure that staff development in technology implementation and in curriculum development in various curricular initiatives are coordinated and aligned with implementation timelines for students.

Ongoing development steps include:

1.   adoption of technology implementation throughout all curricular areas by all teachers in order to ensure equity of access for all students;

2.   the gradual change from teacher-led instruction aimed at the compilation of declarative and procedural knowledge to the student-based environment that supports the development of knowledge and skill in the areas of problem solving, application of knowledge, hypothesis development and testing, pattern recognition, analytical thinking, and information processing;

3.   ensuring that all teachers achieve transition in their teaching in a timely, confident, and comfortable fashion by developing reasonable and consistent personal professional development goals under the supervision of school administrators and with the support of curricular and technology specialists and cadre members;

4.   a transition from a cellular and isolated approach to teaching to a team approach among teachers and school specialists that models for students the necessity for collaboration in information processing, decision making, and personal development;

5.   a training model that identifies a cadre of staff development leaders who provide ongoing building-level staff development training events, immediate support, curricular revision, and authentic assessment practices, and that cadre members participate in a program of ongoing staff development aimed at the professional growth of all teachers; and

6.   Defining and refining staff development goals by regular communication between teachers, administrators and district staff.

During this ongoing phase, intensive training is provided for all teachers in the use and integration of the technology. This phase includes the identification of equipment and materials that are to be selected for implementation. This is also when curriculum developers identify goals and objectives for the coming years for the effective placement of a formative evaluation plan and the establishment of baseline data on student achievement.

Implementation
Students experience integration of technology into the curriculum. An evaluation plan is launched to help staff assess current uses of technology.

Fine Tuning
Teachers increase their comfort levels and iron out problems with the new curriculum and with new technology. The key feature for this phase is the facilitation by leaders in the district of dialogue among implementers to keep discussion of curricular issues alive.

To bring a positive benefit of the district's investment in technology the district has moved professional development up on its priority list. The district draws from a number of sources to do this. They are MESTRACT, in-service district classes, Model Schools, Title III and SCOPE. The district publishes, twice a year, a composite course listing being offered by these sources and advises faculty in the registration.

The district for the past several years has had in place a technology committee that assists the district in technology planning. It is made up of administrators, faculty, students and community members.

Goals for the next three years:
• Continue with One:One Chromebook and ipad initiative
• Continue to make the district web site the focal point for all information.
• Provide adequate training opportunities for staff to foster competency in the integration of technology throughout the curriculum.
• Raise staff members' proficiency level as network users.
• Data Privacy Training for all staff
• Increase archiving capabilities through the addition of network storage hardware.
• Provide wireless access throughout the district. Aswell as fields at MHS
• Replace Interactive Whiteboards as needed
• Prepare for PARCC and Tech Readiness
• Computer Based Assessment for ELA, Math grades 3, 4, 5, 6, 7, 8
• Security Upgrades – cameras, strobe lights, door swipes

Assessment and Evaluation:

The ultimate goal of the Technology Plan is to bring rich information resources to the classroom. Many staff members participated in many hours of staff development designed to emphasize the three main goals of the plan: communicating, analyzing data and solving problems. There were also many courses offered regarding the use of the Internet to support the curriculum. Program assessment began at the outset with administration, staff and students as a measure of skill development. Performance task assessment was added to gain a measure of students' ability to solve problems using new technologies in teams. Fundamental to evaluation is the concept of engaged learning, which calls for students to be responsible for

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their learning, to work in teams and to solve problems and make decisions. The following variables, when present in the classroom, indicate that effective teaching and learning are occurring:

- Children are engaged in authentic and multidisciplinary tasks

- Assessments are based on students' performance of real tasks

- Students participate in interactive modes of instruction

- Students work collaboratively

- Students are grouped heterogeneously

- The teacher is a facilitator in learning

- Students learn through exploration

Information is gathered which informs decisions regarding resources and training. It is a district goal at all levels of the school system to collect data and to do careful analysis of the data in order to make good decisions. The process is both summative and formative, and is ongoing.

The objectives form a curricular framework which builds on the skills of the previous grades and which establishes technology skills for students to use in other curriculum areas. These objectives, which addressed in the specific application courses, are reinforced and enhanced through the Curriculum Integration objectives. The plan represents a dual strand helix model of integration.

The plan is designed to be dynamic. Each year of implementation brings new achievements and measures growth in each of the curriculum areas and grade levels. The strategic planning process is ongoing and requires annual review and modification. It is the recommendation of this committee that a new committee be re-instituted to further evolve this plan.*

Evaluation for the 2018-2022 technology plan will be through observations and surveys. We will conduct surveys and feedback to assess the IT needs and skills of all staff. After analyzing these reports, this information will be shared by the Director of Technology with building administration and staff development will be planned accordingly. Teachers will be continuously monitored throughout the year to ascertain their unique technology needs and goals as they relate to their individual classes/grades. Meetings will also be conducted through team relationships already established within various grade structures. The technology plan will be reviewed during the faculty team meetings with teachers and staff throughout the year.

The plan will be evaluated keeping these goals in mind:

- Continue to determine if the hardware and software has been deployed in an effective and timely manner to assist the teacher in compliance with the overall technology plan.
- Continue to evaluate current levels of proficiency for staff, teachers and students throughout the district
- Continue to ensure we are acquiring the most current technology available that will best serve the needs of the teachers and students, keeping in mind the volatile nature of computers in education today.
- Continue to evaluate the effectiveness of communication using technology in the classroom and within the administrative network
- Continue to improve knowledge and analytical ability through applications
- Continue to ensure safe and responsible use in the classroom and district-wide
- Continue to foster alliances with local businesses, universities and BOCES
- Continue innovative training programs to enhance the teaching and learning in the district.

Additional issues and problems concerning the plan will be addressed as they arise. This is a working document, subject to change and updating throughout its life. It outlines an ambitious year for technology and technical upgrades in the Mattituck-Cutchogue Central School District, and as such is very subject to change. Before this plan can come to fruition, decisions must be made concerning financing, and many labor-intensive tasks must be completed. Any changes in projected acquisitions will affect growth and upgrades, and the technology staff will remain flexible and ready to adapt to any changes necessary during the 2018-2022 timeframe.

It is our recommendation that this plan be reviewed, modified and approved by the Mattituck-Cutchogue CSD Board of Education, community representatives, administrators and teachers.

The technology plan will be reviewed every 6 months by the technology director and technology committee. Recommendations to modify the plan to the Superintendent of Schools for the final approval.

Technology Goals by Grade Level

Instructional Strategies

The instructional strategies instituted in the past have proven viable and will continue to be expanded in the next year. Teachers will be using Google Workspace and Chromebooks to engage students in learning activities and integrate curriculum. They include, but are not limited to:

Project based curriculum activities: These projects require students to work in several arenas to complete a project over a period of time. They use several proficiencies and complete a project that is more in depth and comprehensive than would otherwise be expected. An example of this occurred over the past year in the Spanish class. The teacher directed his students to make menus from data acquired form the Internet and digital encyclopedias, and to present that data in a *Power Point* presentation.

Interdisciplinary: This technique involves utilizing one or more like programs across two or more subject areas. An example would be a student preparing a spreadsheet in *Excel* in Math class containing census data, and then incorporating that table in a Language Arts project in *Microsoft Word.* Later, some or all of this data could then be utilized in History Class to analyze census data.

Goals have been developed and will be updated according to the Next Generation Standards and Guidelines from International Society for Technology in Education (ISTE) standards. These goals are designed to reflect the skills and abilities which students are expected to be able to demonstrate by the end of that grade level. (See Appendix E, F, G)

Grade Level Goals:

Grade Level: K

Competency Goal 1 The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

1.1 Identify the computer as a machine that helps people work and play.

1.2 Identify the physical components of a computer.

1.3 Demonstrate respect for the work of others.

1.4 Demonstrate correct care and use of computers and or ipads.

1.5 Identify word processing software as a tool for writing.

Competency Goal 2 The learner will demonstrate knowledge and skills in the use of computer and other technologies.
       2.1 Locate and use letters, numbers, and special keys on a keyboard.
       2.2 Navigate a computer screen using the mouse.
       2.3 Place the cursor at a specified location.
       2.4 Turn on or off a computer properly.
       2.5 Identify items by different attributes using manipulative and/or software.
       2.6 Recognize the characteristics of multimedia.

Competency Goal 3 The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
       3.1 Group items by different attributes using manipulative and/or software.
       3.2 Arrange a picture story in sequential/linear order.

Grade Level Focus Areas
- *Parts of the computer and how to operate*
- *Keyboard familiarity*
- *Grouping and sequencing*
- *Respect for the work of others*

Grade Level 1:

Competency Goal 1 The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
       1.1 Identify use of technology at home and a school.
       1.2 Discuss ownership of computer-created work.
       1.3 Identify physical components of a computer system.
       1.4 Identify the Internet as a source of information.

Competency Goal 2
The Learner will demonstrate knowledge and skills in the use of computer and other technologies.

       2.1 Identify and discuss fundamental computer terms.
       2.2 Locate and use letters, numbers, and special keys on a keyboard.
       2.3 Identify basic word processing terms.
       2.4 Open, save and print documents.
       2.5 Key words and/or sentences using word processing.
       2.7 Participate in the creation of a class multimedia story.

Competency Goal 3
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply and communicate information.
       3.1 Group items by different attributes using manipulative and/or software.
       3.2 Gather, organize, and display data.

Grade Level Focus Areas

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- *Using technology at home and school*
- *Gathering, organizing, and displaying data*
- *Using word processing*
- *Exploring multimedia*

Grade Level: 2

Competency Goal 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
      1.1 Identify use of technology in the community.
      1.2 Recognize an individual's rights of ownership to computer-generated work.
      1.3 Identify how electronic databases are used in the school, neighborhood, and
           community.
      1.4 Identify print and electronic databases as ways to collect, organize, and
           display data.
      1.5 Identify how telecommunications has changed the ways people work and play.

Competency Goal 2
The learner will demonstrate knowledge and skills in the use of the computer and other technologies.
      2.1 Identify essential computer terms.
      2.2 Identify the function of physical components of a computer system.
      2.3 Demonstrate correct finger placement for home row keys.
      2.4 Use word processing to enter, save, print, and retrieve text.
      2.5 Use Internet to locate information.
      2.6 Use a graphing program to enter data and graph the results.
      2.7 Identify and use electronic drawing tools to combine graphics and text.
      2.8 Participate in the planning and creation of a class multimedia story, which
           includes student narration.

Competency Goal 3
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, &
and communicate information. &
      3.1 Collect, sort, and organize information to display as a graph or chart.
      3.2 Interpret data on charts/graphs and make predications.

Grade Level Focus Areas
- *Using technology in the community*
- *Using internet to locate information*
- *Building word processing skills*
- *Collecting, sorting, and displaying data*
- *Exploring multimedia (graphics, sound, text)*
- *Using drawing tools*

Grade Level: 3

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Competency Goal 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
    1.1 Identify uses of technology in the community and how it has changed people's lives.
    1.2 Recognize that the Copyright Law protects what a person, group, or company has created.
    1.3 Recognize the benefits of word processing.
    1.4 Recognize how electronic databases are used in the community.
    1.5 Identify telecommunications technologies used to locate information.

Competency Goal 2
The learner will demonstrate knowledge and skills in the use of computer and other technologies.
    2.1 Identify the technology tools used to collect, analyze, and display data.
    2.2 Identify the physical components of a computer system as input, output, or processing devices.
    2.3 Demonstrate proper keyboarding techniques for upper and lower case letters.
    2.4 Retrieve and edit a word-processed document.
    2.5 Recognize the differences between print and electronic databases.
    2.6 Identify the parts of a spreadsheet.
    2.7 Enter and edit data in a prepared spreadsheet and observe the results.
    2.8 Create a multiple-outcome storyboard as a class activity.
    2.9 Identify the difference between linear and nonlinear multimedia presentations.
    2.10 Create a multimedia project as a group/class activity.
    2.11 Use Internet to locate community information as a group/class project.

Competency Goal 3
The learner will apply a variety of technologies to access, analyze, interpret, synthesize, apply, &
and communicate information. &
    3.1 Create, save, and print a word-processed document.
    3.2 Locate and use information in electronic databases.
    3.3 Use a prepared spreadsheet to enter and graph data as a group activity.
    3.4 Evaluate the usefulness of information obtained using telecommunication technologies.

Grade Level Focus Areas
- Awareness of Copyright Law
- Exploring information technologies
- Building word processing techniques
- Exploring spreadsheets

Grade Level: 4

Competency Goal 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
    1.1 Identify the ways in which technology has changed the lives of people in New York.

1.2 Identify and understand the differences between non-networked and networked computers.

1.3 Identify violations of the Copyright Law.

1.4 Recognize the correct use of copyrighted materials in multimedia products.

1.5 Identify the need for Acceptable Use Policies.

Competency Goal 2

The learner will demonstrate knowledge and skills in the use of computer and other technologies.

2.1 Use technology tools used to collect, analyze, and display data.

2.2 Practice proper keyboarding techniques for upper and lower case letters.

2.3 Recognize word processing terms and functions.

2.4 Edit a word processing file to make indicated corrections.

2.5 Define the parts of a database.

2.6 Develop a simple database and enter and edit information as a class activity.

2.7 Define spreadsheet terms.

2.8 Enter data into a prepared spreadsheet to perform calculations (+,-,*,/) and recognize the changes that occur.

2.9 Use e-mail as a means of communication.

2.10 Use search strategies to locate information over the internet.

2.11 Recognize the differences between non-networked and networked computers.

Competency Goal 3

The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

3.1 Create, format, save, and print a word-processed document.

3.2 Search and sort prepared databases for information to use in classroom projects.

3.3 Create a table/graph from spreadsheet data.

3.4 Create a multimedia project and cite sources of copyrighted material.

3.5 Evaluate information found via the Internet for content and usefulness.

Grade Level Focus Area

- *Using databases*
- *Using spreadsheets*
- *Locating information on the Internet*
- *Evaluating information found through the Internet*
- *Developing word processing documents*
- *Identifying ways technology has changed New York*

Grade Level: 5

Competency Goal 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
       1.1 Recognize the influence of technology on life in the United States.
       1.2 Recognize the need for protection of software and hardware form computer
         viruses and vandalism.
       1.3 Recognize video conferencing as a method of interactive communication.
       1.4 Describe the use of acceptable Use Policy.

Competency Goal 2
The learner will demonstrate the knowledge and skills in the use of computer and other technologies.
       2.1 Use technology tools to collect, analyze, and display data.
       2.2 Explain the differences between a non-networked and networked computer.
       2.3 Use keyboarding skills to improve speed and accuracy.
       2.4 Use a word processing document to create and format a documents.
       2.5 Create/modify an electronic database.
       2.6 Add and delete records in a database.
       2.7 Create/modify and use spreadsheets to perform calculations (+,-,*,/).

Competency Goal 3 &
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, &
and communicate information. &
       3.1Creata a product using information located in a database.
       3.2 Evaluate the accuracy, credibility, and validity of data in a database.
       3.3 Select search strategies to obtain information.
       3.4 Select the most appropriate graph to display data and state reason.
       3.5 Create/modify a multimedia presentation citing sources of copyrighted
       materials.
       3.6 Participate in curriculum-based telecommunications projects as a class
       activity.
       3.7 Evaluate information found via telecommunications for appropriateness,
       content, and usefulness.

Grade Level Focus Areas
- *Using search strategies*
- *Exploring the need for protection against viruses and vandalism*
- *Participating in curriculum-based telecommunication projects*
- *Developing word processing document using proper keyboarding techniques*
- *Developing multimedia presentation citing sources*
- *Developing a product using a database*

Grade Level: 6

Competency Goal 1

The learner will understand important issues of a technology-based society and will exhibit behavior in the use of computer and other technologies.

      1.1 Recognize ownership, security, and privacy issues.

      1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

      1.3 Model ethical behavior relating to security, privacy, passwords, and personal information.

      1.4 Identify uses of technology in the workplace.

Competency Goal 2

The learner will demonstrate knowledge and skills in the use of computer and other technologies.

      21. Use keyboarding skills to increase productivity and accuracy.

      2.2 Create/modify a database relevant to classroom assignments.

      2.3 Search and sort information using more than one criterion and explain strategies used to locate information.

      2.4 Enter and edit data into a prepared spreadsheet to test simple "what if" statements.

      2.5 Use order of operations in spreadsheet formulas.

Competency Goal 3

The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, &
and communicate information. &

      3.1 Select and use technology to collect, analyze, and display data.

      3.2 Use word processing/desktop publishing applications to create documents related to content areas.

      3.3 Use information located in database files to create/modify a personal product.

      3.4 Create/modify and use spreadsheets to solve real-world problems.

      3.5 Select most appropriate type of graph paper to display data and state the reason.

      3.6 Create nonlinear multimedia projects related to content areas.

      3.7 Evaluate electronic information from various sources as to validity, ! appropriateness, content, and usefulness. !

      3.8 Apply research strategies to locate and retrieve information via telecommunications.

      3.9 Use Internet to share and publish information.

Grade Level Focus Areas

- *Refining application skills*

- *Using formulas in a spreadsheet*

- *Using search strategy with more than one factor in a database*

- *Increasing productivity and accuracy in keyboarding*

- *Using word processing, spreadsheet, database and multimedia for assignments in all subjects areas*

- *Locating and retrieving information using Internet*

Grade Level: 7 Competency Goal 1

The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of a computer and other technologies. 1.1 Demonstrate ethical behavior relating to security, privacy, passwords, and personal information.

      1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

      1.3 Describe the impact of technology on the skills needed for the workplace.

Competency Goal 2

      2.1 Enter and edit data into a personal spreadsheet to test simple "what if" statements.

      2.2 select appropriate spreadsheet functions to solve problems.

Competency Goal 3

      3.1 Select and use technology tools to collect, analyze, and display data.

      3.2 Use word processing/desktop publishing for assignments/projects.

      3.3 Research, create, publish, and present projects related to content areas using a variety of technological tools.

      3.4 Search and sort information using more than one criterion and explain strategies used to find information.

      3.5 Create/modify and use a database relevant to classroom assignment.

      3.6 Create/modify and use spreadsheets to solve problems related to content areas.

      3.7 Choose charts/tables or graphs to best represent data and state reason.

      3.8 Evaluate the information from electronic sources as to validity, appropriateness, content, and usefulness.

Grade Level Focus Areas

- *Using ethical behavior in the use of technology resources.*

- *Using appropriate spreadsheet functions to solve problems related to content areas.*

- *Selecting and using technology tools to collect, analyze, and display data.*

- *Using a variety of technological tools to develop projects in content areas*

Grade Level: 8

Competency Goal 1

The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

      1.1 Model ethical behavior relating to security, privacy, passwords, and personal information.

      1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

      1.3 Investigate occupations dependent on technology.

Competency Goal 2

The learner will demonstrate knowledge and skills in the use of computer and other technologies.

      2.1 Create/modify and print a database reports.

Competency Goal 3

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The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

      3.1 Select and use technology tools to collect, analyze, and display data.

      3.2 Use word processing/desktop publishing for assignments/projects.

      3.3 Research, create, publish, and present projects related to content areas using a variety of technological tools.

      3.4 Create/modify and use databases relevant to classroom assignments.

      3.5 Apply search and sort strategies used in a database.

      3.6 Create/modify and use spreadsheets to solve problems related to content areas.

      3.7 Explain the rationale for choosing charts/tables or graphs to best represent data.

      3.8 Use spreadsheets to explore various formulas/functions and relationships.

      3.9 Conduct online research and evaluate the information

Grade level Focus Areas

      Using spreadsheets and databases relevant to classroom assignments

      Choosing charts/tables or graphs to best represent data

      Conducting online research and evaluating the information found

      Using word processing/desktop publishing for classroom assignments/projects

      Using a variety of technological tools to develop projects in content areas

Grade Level: 9-12

Competency Goal 1

The learner will understand important issues of a technology-based society and will exhibit behavior in the use of computer and other technologies.

      1.1 Practice ethical behavior in using computer-based technology for class assignments and projects.

      1.2 Identify issues surrounding complex technology environments.

Competency Goal 2

The learner will demonstrate knowledge and skills in the use of computer and other technologies.

      2.1 Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.

      2.2 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

Competency Goal 3 &

The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information. &

Arts Education (Art and Music) &

      3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

      3.2 Select and use appropriate technologies as a means of artistic expression.

      3.3 Use electronic resources for research.

      3.4 Use electronic resources to take virtual tours of museums and look at live

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pieces of work from famous artists.
3.5 Use technological tools for classroom assignments, projects, and presentations.
3.6 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

English 3.1 Use word processing and/ or desktop publishing for a variety of writing assignments/projects.

3.2 Use electronic resources for research.

3.3 Select and use technological tools for class assignments, projects, and presentations.

3.4 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

Foreign Languages

3.1 Select and use appropriate technologies to communicate in other languages with other cultures.

3.2 Select and use technological tools for class assignments, projects, and presentations.

3.3 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

Health/Physical Education

3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

3.2 Use technology for experiments and/or research.

3.3 Use electronic resources for research.

3.4. Select and use technological tools for class assignments, projects, and presentations.

3.5 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

Science

3.1 Use scientific instruments to perform experiments.

3.2 Use computer based labs, i.e. virtual lab sites.

3.3 Use appropriate technology tools to efficiently collect, analyze, and display data.

3.4 Use electronic resources for research.

3.5 Use spreadsheets and/or databases to collect, analyze, and present data.

3.6 Select and use technological tools for class presentations.

3.7 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

Mathematics

3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

3.2 Use spreadsheets to solve problems and display data.

3.3 Use a calculator, scientific calculator, or graphing calculator for problem solving.

3.4 Select and use technological tools for class assignments, projects, and presentations.

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3.5 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

Social Studies

3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

3.2 Use databases to collect, record, analyze, and display data.

3.3 Use electronic resources for research.

3.4 Select and use technological tools for class assignments, projects, and presentations.

3.5 Adhere to Fair Use and Multimedia Copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

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Fiscal Resources

Because of the attention that educational technology has received both in New York State and nationally, a number of funding sources exist for districts.

Although the district over the last two years (See Appendix E – Technology Budget) has made significant local investment in their technology plan, a number of funding sources currently exist. Our plan is specially tailored to maximize the use of these funding sources within, and consistent with, the district's goals and objectives.

Funding Sources

The following funding sources are available to New York State districts.

- Federal e-rate

- BOCES aid

- State Technology Aid

- Hardware and Technology Aid

- Software and Library materials Aid

- Technology Aid

- Building Aid

- Grants from federally funded programs and private foundations

- Title III

- Model Schools

Appendix A
Mattituck Cutchogue Technology Budget Summary

Estimated Three Year Budget

These amounts are a good faith estimate and not a commitment of resources which require a vote. Therefore, reasonable increases of 2% CAP per year have been included. As a result of financial situation, this plan should be considered a work in progress, subject to changes based on availability of financial resource.

			2021-2022	2020-2021	2019-2020
Account Code:	1680.20	Equipment	$49,000.00	$58,600.00	$209,655.00
Account Code:	1680.440	Conferences & Travel	$6,000.00	$6,000.00	$5,000.00
Account Code:	2110.4	Technology Contractual	$0.00	$315,622.92	$283,456.00
Account Code:	2110.45	Computer Supplies	$35,000.00	$39,000.00	$56,611.00
Account Code:	2110.49	BOCES Services	$561,884.63	$510,556.11	$445,322.93
Account Code:	2610.200	Computer AV Equipment	$126,300.00	$181,200.00	$176,545.00
Account Code:	2610.400	AV Contractual	$2,000.00	$13,760.00	$1,865.00
Account Code:	2610.432	AV Maintenance	$44,300.00	$44,300.00	$43,600.00
Account Code:	2610.440	AV Conferences and Travel	$500.00	$500.00	$500.00
Account Code:	2610.450	AV Supplies	$11,000.00	$11,000.00	$13,139.00
Account Code:	2630.46	State Aided Software	$121,351.22	$126,438.26	$74,867.00
8/5/2021		TOTAL:	$957,335.85	$1,306,977.29	$1,310,560.93

E-RATE Funding: The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access.

The Mattituck-Cutchogue Union Free School District has applied for and received funding for two of the categories of service: telecommunications services and information services. The Mattituck-Cutchogue Union Free School District plans to continue to apply for funding for telecommunications and internet access discounts under the E-Rate program during the three-year period of this technology plan. We anticipate similar funding as in past years due to the projected stability of our district with respect to factors which impact the calculation of the discounts for which we are eligible. This money will be used to offset cost of internet service, wireless cell phones, and phone systems.

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Appendix B

Internet Acceptable Use Board Policy

The following policies and procedures have been approved by the Board of Education:

Mattituck-Cutchogue U.F.S.D. !

Depot Lane - Cutchogue, New York 11935

Internet Acceptable Use

Board Policy

Contents:

Purpose

1. Mattituck Cutchogue School District is providing employees and students with access to the District's electronic communication system, which includes Internet access.

2. The purpose of the District system is to assist in preparing students for success in life and work in the Digital Literacy by providing them with electronic access to a wide range or information and the ability to communicate with people from throughout the world. Additionally, the system will be used to increase District intercommunication, enhance productivity, and assist District employees in upgrading their skills through greater exchange of information with their peers.

3. Users may not use the District system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. District acquisition policies will be followed for District purchase of goods or services through the District system.

4. Users may not use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinion on political issues.

5. The term "educational purpose" includes use of the system for classroom activities, professional or career development, and limited high quality self-discovery activities.

District Responsibilities

1. The District Technology Coordinator in conjunction with the Building Principals will serve as the building-level coordinators for the District system, will approve building level activities, ensure teachers receive proper training in the use of the system and the requirements or this policy, establish a system, to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the District Acceptable Use Policy at the building level.

Technical Services Provided through District System

1. **Email.** Email will allow employees and students to communicate with people throughout the world.

2. **World Wide Web.** The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world. The Web is a valuable research tool for students and employees.

Access to the System

1. **The District's Acceptable Use Policy** will govern all use of the District system. Student use of the system will also be governed by the disciplinary code. Employee use will also be governed by District policy and collective bargaining agreements.

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2. **World Wide Web.** All district employees and students will have access to the Web through the District's networked computers upon the District's receipt of a signed Terms and Conditions agreement. Parents may specifically request that their child(ren) not be provided such access by notifying the District in writing.

3. **Classroom Accounts.** Elementary age students will be granted email access only through a classroom account. Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the District in writing.

Parental Notification and Responsibility

1. The District will notify the parents about the District network and the policies governing its use. Parents must sign all agreement to allow their student to have Internet access. Parents may request alternative activities for their child(ren) that do not require Internet access.

2. The District Acceptable Use Policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The District will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the district system.

3. The District will provide students and parents with guidelines for student safety while using the Internet.

District Limitation of Liability

1. The District makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the District system will be error free or without defect. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system.

Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system.

2. In the event there is an allegation that a student has violated the District Acceptable Use Policy, the student will be provided with notice and opportunity to be heard in the manner set forth in the disciplinary code.

3. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the

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alleged violation also involves a violation of other provisions of the disciplinary code, the violation will be handled in accord with the applicable provision of the disciplinary code.

4. Employee violations of the District Acceptable Use Policy will be handled in accord with District policy and the collective bargaining agreement.

Search and Seizure

1. Routine maintenance and monitoring of the system may lend to discovery that the user has or is violating the District Acceptable Use Policy, the disciplinary code, or the law.

2. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

Copyright and Plagiarism

1. District policies on copyright will govern the use of material accessed through the District system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use or the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

2. District policies on plagiarism will govern use of material accessed through the District system. Teachers will instruct students in appropriate research and citation practices.

Academic Freedom, Selection of material; Student Rights to Free Speech

1. Board policies on Academic Freedom and Free Speech will govern the use of the Internet.

2. When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

District Web Site

1. **District Web Site.** The District will establish a Web site and will develop Web pages that will present information about the District.

2. **School or Class Web Pages.** Schools and classes may establish Web pages that present information about school or class activities. The building principal will designate an individual to be responsible for managing the school Web site. Teachers will be responsible for maintaining their class site.

3. **Extracurricular Organization Web Pages.** With the approval of the building principal, extracurricular organizations may establish Web pages. The principal will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization Web page must relate specifically to organization activities and will include only student produced material. Organization Web pages must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the District".

District Acceptable Use Policy

The following uses or the District system are considered unacceptable:

1. Personal Safety (Restrictions are for students only)

a. Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

b. Users will not agree to meet with someone they have met online without their parent's approval and participation.

c. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

d. Users will not share their password with anyone other than a network administrator. Use of another's password may result in revocation of rights for either or both parties.

2. Illegal Activities

a. Users will not attempt to gain unauthorized access to the District system or to any other computer system through the District System, or go beyond their authorized access. This includes attempting to access another person's files. These actions are illegal, even if only for the purposes of "browsing".

b. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are Illegal.

c. Users will not use the district system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

3. Inappropriate Language

a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.

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b. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

c. Users will not post information that, if acted upon, could cause damage or a danger of disruption.

d. Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

e. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.

f. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

4. Respect for privacy

a. Users will not repost a message that was sent to them privately without permission of the person who sent them the message.

b. Users will not post private information about another person.

5. Respecting Resource Limits.

a. Users will use the system only for educational and professional or career development activities.

b. Users will not download large files unless absolutely necessary. If necessary, users will download entire files at a time when the system is not being heavily used and immediately remove the file from the entire system computer to their personal computer.

c. Users will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

6. Plagiarism and Copyright Infringement

a. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

b. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use or that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

7. Inappropriate Access to Material

a. Users will not use the district system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made for hate literature if the purpose of such access is to conduct research and access is approved by both the teacher and the parent. District employees may access the above material only in the context of legitimate research.

b. If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

TERMS AND CONDITIONS FOR USAGE OF INTERNET

Please read the following carefully before signing this document. This is a legally binding document.

Internet access is available to students and teachers in the MattituckCutchogue Union Free School District. We are very pleased to bring this access to MattituckCutchogue and believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in the MattituckCutchogue Schools by facilitating resource sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions or individual subscribers. Students and teachers have access to

1. Electronic mail communication with people all over the world;

2. Information and news from NASA as well as the opportunity to correspond with scientists at NASA and other research institutions;

3. Public domain and shareware of all types:

4. Discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics;

5. Access to many University Library Catalogs, the Library of Congress, CARL and ERIC.

With access to computers and people all over the world also comes the availability or material that may not be considered to be of educational value in the context or the school setting. The District has taken available precautions to restrict access to controversial materials. On a global network it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals stated above.

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Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities while accessing the Internet.

In general this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, his or her accessibility will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Internet Terms and Conditions

1) Acceptable Use - The purpose of Internet access in Mattituck-Cutchogue School District is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the MattituckCutchogue School District. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or State regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

2) Privileges - The use of Internet is a privilege, not a right and inappropriate use will result in a cancellation of those privileges. (Each student who uses the Internet will be part of a discussion with a MattituckCutchogue faculty member pertaining to the proper use of the network.) The District administrators and/or the District Technology Coordinator will deem what is inappropriate use and their decision is final. The administration of MattituckCutchogue may request the system administrator to deny, revoke, or suspend specific user accounts.

3. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

a. Be polite. Do not get abusive in your messages to others.

B. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.

b. Do not reveal your personal address or phone numbers of students or colleagues.

c. Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

d. Do not use the network in such a way that you would disrupt the use or the network by other users.

e. All data stored or transmitted on Mattituck School District computers will be carefully monitored and users do not have the right to privacy with respect to such information.

4. Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Attempts to login to Internet as a system administrator will result in cancellation of user privileges any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

 5. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data or another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes. but not limited to, the uploading or creation of computer viruses.

 6. Exception of Terms and Condition - These terms and conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and is interpreted in accordance with the laws of the State of New York and the United States of America.

Student Account Agreement

Student Section

Student Name _____ Grade _____

School   _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, access to the Internet can be terminated and I may face other disciplinary measures.

Student Signature _____ Date_____

Parent or Guardian Section

I have read the District Acceptable Use Policy.

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I hereby release the district, Its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____Phone _____

Employee Account Agreement

Name   _____

Position   _____

School   _____

Department/Grade Level   _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, I may face disciplinary action.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

Appendix C

Website Policy

BOE Policy 4526.1
The availability of Internet access at the school district provides an opportunity for the students, parents and personnel to inform the world about our district's schools. It can be used to inform parents of school activities, to encourage learning by participation in its development and to show everyone the virtue of our educational environment. By doing this it furthers the success of our mission statement.

The content of the district's Web site pages will be consistent with the goals of the Mattituck-Cutchogue district to keep the public informed of our activities and to aid in the success of our educational programs. The Technology subcommittee for the Board of Education will establish a process, criteria, and guidelines for the establishment of pages and posting of material, including pointers to other sites on these pages.

Only on the district's Web server may schools, classes or extracurricular organizations establish Web pages that present information about their activities. Organization Web pages must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the district." Any links to other web sites must include a disclaimer indicating that the user is leaving the District Web Page and the District does not necessarily approve this site. The Building Principal will designate an individual to be responsible for overseeing that building's school, class or extracurricular organization pages.

The District Web site will only publish photographs of those students, faculty, staff or community members who have given their written consent to such a reproduction of their likeness. The written consent may be obtained only through the signing of an official District consent form. This consent form must be obtained by the District in order to use the likeness of any student, faculty, staff or community member, regardless of whether that image is accompanied by the name of that particular person. If a photograph contains the images of more than one person, a consent form for each member of the photograph must be obtained. If any person in the photograph has not consented to the use of their likeness on the District website, the photograph may not be used. It is the responsibility of the advisor, coach, teacher or administrator of a school related photograph to ensure that all of the necessary consent forms are in place. If at any time in the future a parent, faculty, staff or community member wishes to change their consent or permission, they may do so by sending a letter to the building principal requesting removal of consent from that building's database. The principal will forward this request to the designated person in charge of maintaining the consent database.

Any photograph of a student may be accompanied by a caption including only that student's

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first name. Any photograph of a faculty, staff or community member will be accompanied by a caption including only that person's last name along with the title of Mr., Ms., Mrs., or Miss.

This policy applies to other District-related organizations such as the PTA, PTSA, alumni groups and other community groups which may have access to the District website.

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Student work, to be published on the District website via teacher submission, student newspaper, District newsletter or any other medium, may be accompanied by a by-line identifying the student contributor by their full name so long as a photograph of the student contributor is not included with their work or anywhere else on that site.

No student's home mailing address, e-mail address, or telephone number will appear on the District website. The home mailing address or telephone number of a faculty, staff or community member will only appear on the District web site if written permission is obtained from that person. This includes any groups or organizations associated with the District or District community.

Information concerning any student that is posted on the Web site will be posted in accordance with Board policy (5500) and state and federal laws including the Family Educational Rights and Privacy Act of 1974 (FERPA).

All information must adhere to copyright laws.

An individual, who wishes to use the name "Mattituck-Cutchogue Union Free School District" or any comparable derivative that would imply district approval of such a Web Page, must gain the written permission of the Superintendent of Schools.

Any links to other Web sites must include a disclaimer indicating that the user is leaving the District Web Page and the District does not necessarily approve this site.

Each faculty/staff member's password is confidential and shall be used only by that person. Failure to comply will result in the revocation of Web site access for the offending individual.

The Board of Education reserves the right to modify or amend this policy at any time.

Request to Unblock WEBSITE
Mattituck-Cutchogue UFSD
Request Blocking or Unblocking of a Web Site

In accordance with the *Children's Internet Protection Act (CIPA)*, Mattituck-Cutchogue Union Free School District employs internet content filtering software. The district is required to have in place a "filtering/blocking device" on all computers with Internet access. The filter/blocking device must attempt to protect against access to visual depictions that are obscene, harmful to minors and child pornography. The District is currently using a filtering device from Watchguard technologies Inc.

District's technology exists for the purposes of maximizing the educational opportunities and the achievement of district students. In the realm of Internet filtering, the ultimate concern is for the safety of children while at the same time protecting freedom to access and use information. Where access to any site is consistent with this purpose, the specific site may be unblocked through building principal approval.

If a teacher wishes to use a blocked site they must have this form completed, signed by the principal and sent to the Technology Department. Principals are advised to look at these sites before signing since questions regarding the unblocked site will be directed to the building principal. The following procedure and form may be used to request the unblocking of a blocked Web site or to request the blocking of a new site.

Building:	Date of Request:
Teacher's Name:	
Grade or Subject Area Teaching:	
Web Site address to unblock:	
http://	
http://	
Need for unblocking site:	
Unblock time period:	
beginning:_____/____/____	end:_____/____/____
Signature of Teacher:	
Signature of Principal:	

Office Use:	
Date unblocked:	Date blocked:
Note: *Change requests typically require a week for action. Controversial site requests may take longer.*	

Appendix D

Mattituck-Cutchogue School District Technology Inventory Hardware

Device Type	Quantity
Desktop Computers	735
Laptop Computers	83
Chromebooks	1597
Tablets	298
Interactive Whiteboards	119
Printers	112

Appendix E

Software Evaluation Form

Program Title_____

Reviewer's Name_____

Producer of Software_____

Cost of License_____

Program Overview and Description

1. **Subject Area:_____**

2. **Grade Level(s)** K 1 2 3 4 5 6 7 8 9 10 11 12

3. **Instructional Technique** (circle all applicable)

   Standard Instruction   Remediation   Enrichment

   Assessment   Management   Tutorial

   Tool Application   Authoring System   Simulation

   Problem Solving   Educational Game   Critical Thinking

4. **Group Instructional Size** (circle all applicable) Individual Small Group Class Size

5. **List Instructional Objectives to be met through the use of the program:**

Appendix F Software Inventory

Adobe Creative Cloud Suite !

AGS Assist Woodcock Reading !

Albert.com (albert.io - Learn by Doing) !

ALEKS MATH !

Amplify Science !

Autodesk Design Academy 2012 !

Autodesk (AutoCAD) !

BASC-2 !

Boardmaker !

Brain Pop !

Branching Minds !

Buncee !

Byrnes Health !

Cardiac AHA/ERC Upgrader !

Cardiac Science AED Software Tools !

Cardiac Science Quick Start Toolkit !

CELF 4 !

Classlink (SSO and rostering) !

Dame Ware !

Data Studio (Pasco) !

Diploma 6 !

Dragon Naturally Speaking Lab Pack !

Earobics (Foundations) (Connections) !

Earobics Adolescents & Adults !

Earobics Home - Step 2 !

Earobics Home-Reading & Spelling !

Earobics Step 2 !

Edmentum Reading Eggs

EdPuzzle

Final Cut Pro X, Compressor 4 & Motion 5

Final Cut Studio Pro Renewal

Forensic Science TestBank

Fountas & Pinnell Benchmark Assessment

Geometers Sketchpad

Gizmos (ExploreLearning)

GoGuardian

Google Workspace Enterprise for Education

Health Smart (Education, Training,
Research Associates - ETR)

HealthSmart

IXL Math

Kami

KidOYO

Knowledge Matters

Learning A-Z

Learning.com

MathBits

MathType

Microsoft Campus Agreement (Microsoft
365)

Mystery Science

Netop Mobile Vision Software

Netop Vision Software

Newsela

No Limits Rollercoaster

Noteflight (Hal Leonard)

Passport for Good

Read 180 software (Houghton Mifflin)

Reflex Math from Explore Learning

Rockalingua

Scholastic

Screencastify

Seesaw

Sibilius

Smart Music

SnagIt

Speak Q (English)

STAR FALL

Star Renaissance

SumDog Interactive Math

Symantec Endpoint Protection

TCI Science and Social Studies

Test Wizard (Eduware)

TI-SmartView Emulator Software

Vineland II - Asst

VMware Vsphere

VMware Horizon

WeVideo

WIIIP - Woodcock

WISC-IV Scoring Assistant

WJ Compuscore III

Wonder Workshop, Inc

Word Q

WPPSI-III Scoring Assistant

Z Space Software

Appendix G

Professional Development Plan

Mattituck - Cutchogue UFSD

Professional Development ֿ
Plan +

Board of Education approval

Philosophy of

Professional Development

It is the belief of the Board of Education and the professional staff of the Mattituck-Cutchogue UFSD that effective, well-conceived professional development must be the primary mechanism for the continuation of instructional development and, eventually, increased student achievement. The opportunities created for the professional development of staff are a significant part of the District's efforts to create great schools. We believe all teachers can grow professionally and learn how to incorporate best practice into their classrooms.

Although teaching has always been a challenging task, it is becoming more so as we struggle to meet the complex social and educational needs of the young people of the Digital Literacy. The most recent federal educational initiative, the No Child Left Behind legislation, demands greater school and teacher accountability for student achievement. Today's teachers constantly need to upgrade skills and develop new teaching strategies. Teaching is both an exquisite art and complex science that requires a lifetime of study, observation, and practice to master.

With this in mind, the following Professional Development Plan has been written as a basic guideline to meet the District's objectives.

Excerpts taken from

Supportive Supervision, Becoming a Teacher of Teachers

Albert Coppola, Diane Scricca, and Gerard Connors

175 Hour

Professional Development

Requirement

Newly certified teachers (2/04) receive an Initial Classroom Teaching Certificate valid for five years (formerly the Provisional Certificate). A holder of an Initial Classroom Teaching Certificate must have a one year mentored teaching experience followed by an additional four years of teaching and earn a master's degree in order to obtain a Professional Classroom Teaching Certificate (formerly Permanent). Holders of a Professional Classroom Teaching Certificate are now required to complete 175 hours of professional development every five years to maintain this certification (Part 80.3)

Required Content of the Plan	Implementation
The manner in which the District will provide its teachers with PD opportunities that reflect needs determined by the school district report card or other source. This will include a needs assessment on a regular basis.	- Superintendent's conference days - Release time for grade level/department work related to goals/strategic plans - Mentoring - Summer curriculum projects - Common planning time - Study groups for credit - In-district courses for credit - Faculty meetings where staff development occurs - Peer Coaching - Content area conferences - ESBOCES membership/conferences - Participation in professional organizations - Targeted PD opportunities to meet the demands of a teacher's assignment; training for teachers who work with students with disabilities including collaborative and/or inclusive teaching - Turnkey training - Data analysis
How the District will provide teachers holding a professional certificate (certified after 2/04) 175 hours of PD every 5 years; [this also applies to teachers with a permanent certification who receive an additional certification after 2/04]	- All of the above - Pre-approved out of district workshops/courses - Pre-approved graduate courses beyond certification requirements
Teacher's expected participation with the estimation of the average number of hours they will participate in PD during the school year.	It is expected that faculty will, at minimum, participate in 35 hours of district recognized staff development each year.
Alignment of professional development with NYS standards and assessments, student's needs and teacher capacity	All PD opportunities are aligned with goals and strategic plans, which are aligned with NYS Learning Standards
The articulation of PD across grade levels	Superintendent's Conference days and faculty meetings will be used to articulate the PDP and yearly goals for each building
Evidence that the district has made an effort to ensure that the PD is continuous and that the manner and means for delivering PD has been effective	- District goals - Grade and department goals include a reflective process to ensure continuous PD and the level of effectiveness - Plans are reviewed during the summer - New goals are set in place each year for on-going PD - JHS/SH teachers' schedules provide professional development periods on a regular basis - Staff facilitators are trained by experts in the area of effective PD - Yearly review of PD at the building level
How the district will assess the impact of PD on student achievement and student performance.	Strategic planning and goals are directly connected with data analysis of student learning

Course Credit Approval Guidelines

The following is a guideline for the approval of course credit by the Superintendent of Schools for salary enhancement. Final approval rests with the Superintendent of Schools as outlined in the MCTA contract.

Building a Knowledge Base:

- Coursework linked to improvement of instructional techniques or content knowledge based on District, building, department or personal teacher goal(s) as outlined in his/her APPR

- Coursework for more advanced certification in additional areas or in accordance with teaching assignment requirement or extension to certification !

Reflecting on Practice:

- Participate in study/collegial circles focused on student learning

Changing Teacher Practice:

- Develop Statewide curriculum or participate in District curriculum writing

- Develop or collaborate on the development of new programs and instructional materials

In-district initiatives, MESTRACT, SCOPE and other Teacher Center courses will be used as a basis for consideration for salary enhancement, in addition to college and university courses. Other courses aligned with personal goals discussed at a teacher's APPR and that have the endorsement of the building principal will be considered.

Article V, A 7 stipulates that a teacher who wishes salary compensation beyond BA + 70 or MA + 50 must have prior written approval of the Board of Education.

1/17/20

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN $\&$

<u>STATEMENT OF ASSURANCES</u>

The Superintendent certifies that:

- Planning, implementation and evaluation of the Professional Development Plan were conducted by a Professional Development Team that included teachers, administrators, and others identified in the plan.

- The Plan focuses on improving student performance and teacher practice as identified through data analysis.

- The Plan describes professional development that:
  - is aligned with state content and student performance standards
  - is articulated within and across grade levels
  - is continuous and sustained
  - indicated how classroom instruction and teacher practice will be improved and assessed
  - Indicates how each teacher in the district will participate and reflects congruence between student and teacher needs and district goals and objectives.

- The Plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

- The Plan or the annual update to the Plan was adopted at a public meeting by the Board of Education.

_____
Signature (Superintendent of Schools)

_____
Date

1:1 Chromebook Initiative and Policy

1:1 Chromebook Initiative

The Mattituck-Cutchogue School District has chosen Chromebooks for our 1:1 learning initiative. The focus of the District's Chromebook program is to provide tools and resources so that all individuals will be able to use technology effectively, efficiently and appropriately and be prepared for success in college, career and citizenship. Excellence in education requires that technology is seamlessly integrated throughout the educational curricula.

Please visit our school website to learn more about our policies as well as answers to frequently asked questions.

Mattituck-Cutchogue UFSD Chromebook Agreement

We acknowledge that we have reviewed the following document online and have read and understand it:

- Mattituck-Cutchogue UFSD Chromebook Procedures and Information Handbook for Parents and ! Students online !

Individual school Chromebook computers and accessories must be returned to Mattituck-Cutchogue UFSD at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Mattituck-Cutchogue UFSD for any other reason must return their individual school Chromebook computer on the date of termination. Failure to hand in your Chromebook under any of these circumstances will result in you being financially responsible for the replacement cost.

I/we have read, understand, and accept the terms and conditions of the Mattituck-Cutchogue UFSD:
- ❑ Chromebook Procedures and Information Handbook for Parents and Students (see District's website)
- ❑ Computer Network for Education Policy 4526 (see District's website)
- ❑ Internet Safety Policy 4526.1 (see District's website)

Student Agreement:
- Should I commit any violation or in any way misuse my Chromebook, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me. I understand that any violation of this Agreement may result in the suspension or loss of use of my Chromebook and/or school network privileges.
- I understand that I am to treat this Chromebook no different than any other District owned piece of equipment. I will not alter it, make changes to it or use it in a manner that is not aligned with the District Chromebook Agreement.

Appendix H

National Educational Technology Standards for Students

Appendix I

National Educational Technology Standards for Teachers

Appendix J

National Educational Technology Standards for Administrators

Appendix K

National Educational Technology – Essential Conditions

Appendix L

Profile for Technology Literate Students